

Eldon Primary

School Development &

Evaluation Plan

2024 – 2025

This School Development Plan builds on the strengths and issues as identified at the 2022 Ofsted Inspection and through Self-Evaluation.

OFSTED PRORITIES (FEBRUARY 2022):

Continue to improve the quality of education by:

- *developing assessment procedures in all subjects that enable teachers to assess the important concepts and vocabulary so that pupils return to and practise important ideas and so that leaders can evaluate the full effectiveness of the curriculum*

Continue to improve the impact of leadership by ensuring that:

- *the proportion of pupils achieving at least the national expectations in reading, writing and mathematics, at the end of key stage 1 and key stage 2, is at least similar to that of other pupils nationally*
- *the improved reading curriculum and new phonics programme is embedded and enables all pupils to better develop their fluency and comprehension skills*

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- *behaviour and attitudes towards attendance and the school ethos are exemplary and pupil voice is a strong feature*

SCHOOL DEVELOPMENT PLAN MODEL



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Humanities curriculum
CPD
PE
Personal Development
Safety and Welfare
Speed of change and dev't of the foundation subjects—Leadership

Explicit vocabulary teaching
Use of quality texts across the curriculum
Use of oral rehearsal and repetition in lessons
Themes, vocabulary revisited across the curriculum
Phonics and Little Wandle across the school for all non fluent readers (focus lowest 20%)

“Our aim is to ensure that, throughout their time at Eldon, children become resilient, independent thinkers, who have the knowledge, the skills and the confidence to pursue, and succeed in, whatever path they choose.”

DEPRIVED INTAKE (bottom 4%.) Deprivation indices 0.41— top quintile
HIGH MOBILITY (25% mobility)
HIGH EAL—80% (many new to English) top quintile

Committed to developing a knowledge rich curriculum in all subjects. Core and Foundation.
Working with HEP and CC to ensure we are taking guidance from skilled and knowledgeable people—Humanities.
Staff training has been/is focused on pedagogy - knowledge requisition and memory development. Rosenshine principles— direct instruction

Quality first teaching for all (focus lowest 20% and HA)
Individual needs provision
Work with outside Agencies
ARP
Strong PHSE curriculum
Well-Being and SEMH - P2B, SEWS
New arrivals support

LANGUAGE AND VOCAB DEVELOPMENT
KNOWLEDGE ACQUISITION
INCLUSION

IMPLEMENTATION

CORE SCHOOL PRIORITIES

Leadership and Management

1. To **enhance** capacity of middle and senior middle leadership of the school

Quality of Education

2. To **continue to embed** an exceptional, well sequenced curriculum, across the school that demonstrates scope, rigour and coherence in all subject areas so that new vocabulary, knowledge and skills build on what has been taught before and all children know and remember more (focus **Music, Computing** and **MFL**)
3. To **continue to embed** assessment procedures in all subjects that enable teachers to assess the important concepts and vocabulary so that pupils return to and practise important ideas and so that leaders can evaluate the full effectiveness of the curriculum
4. To **further enhance** pedagogical approaches to ensure: explicit reference to prior learning, knowing more & remembering more and real-time assessment for learning.
5. To **embed** a systematic and consistent approach to whole class reading from Year 2 to Year 6, enhancing the teaching of fluency.
6. To implement ECASS strategies for speaking and listening across the school
7. To implement a systematic and consistent approach to the teaching of handwriting
8. To implement a systematic and consistent approach to the teaching of spelling.
9. To **ensure** at least 65% of our children attain ARE for reading
10. To raise the % of children receiving greater depth in maths
11. To **continue** to enhance the provision for children accessing our ARPs and investigate a conversion for a unit

Behaviour and Attitudes

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12. To **improve** attendance and **reduce** persistent absence

Personal Development

13. To **continue to embed** a new school ethos and values to positively impact the behaviour and attitudes of pupils.

CORE PRIORITIES

	Autumn Impact		Spring Impact		Summer Impact
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Leadership and Management			
Aim	Actions	Lead	Impact
1	1. To continue to deliver a rigorous and bespoke middle and senior middle leader training programme 2. To ensure each middle and senior middle leader has a bespoke, rigorous and development action plan, which each leader has ownership over 3. To enhance the presence of middle and senior middle leadership at SLT and Governor meetings	CB AR	

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Quality of Education			
Aim	Actions	Lead	Impact
2	<p>Focus: MFL</p> <ol style="list-style-type: none"> 1. Ensure the new MFL scheme of work is being taught 2. Review and adapt curriculum maps after each unit taught 	<p>CB AR</p>	
3	<ol style="list-style-type: none"> 1. Continue to ensure that leaders can talk confidently about the assessment that takes place within their subject areas. 2. Ensure that teachers are using a range of strategies to identify and address misconceptions effectively within lessons. 3. Continue to monitor the placement and use of quizzes across all foundation subjects. 	<p>CB AR</p>	
4	<ol style="list-style-type: none"> 1. To develop a teaching and learning framework which incorporates generic pedagogy (WalkThrus and other research based strategies and curriculum pedagogy (curriculum spotlight) including bespoke training and coaching. 	<p>NH</p>	

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	<p>-train coaches on being an effective coach and structures to support giving effective feedback</p> <p>2. To continue to help children know more and remember more by</p> <ul style="list-style-type: none"> -using research (building on work on activating prior knowledge) and developing making it explicit to children and how the learning helps for future learning. -developing effective class discussion/think pair share, -continue to develop effective delivery of knowledge story-telling, Teacher Talk, vocab development -reflecting on task design and purpose -developing use of different graphic organisers including concept maps in science <p>3.To continue to develop feedback strategies to deal with misconceptions and help children remember more</p> <ul style="list-style-type: none"> -use of messy markbook -Increase teacher’s confidence in using a variety of feedback strategies e.g. red pen responses, conferencing -agile teaching where appropriate -flexible grouping 	<p>AR</p>	
<p>5</p>	<ol style="list-style-type: none"> 1. Continue to develop strategies that teachers can use to teach reading. 2. Fluency: Ensure children have opportunities to read in all reading lessons. <ol style="list-style-type: none"> a) Train teachers in fluency (using modelled, echo, choral, paired and independent reading) to ensure all children in their class make progress. b) Teach children what a fluent reader looks and sounds like. 3. Develop a culture of reading across the school. 	<p>EP/S E</p>	

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		RP/S W/S E	
6.	<ol style="list-style-type: none"> 1 To train up to 5 staff members to use the ELKLAN strategies and gain a level 3 accreditation. 2 To train all staff to use the Verbo tool to access speech and language tools 3 To train staff in the 10 modules of the ECASS provision – communication, listening and attention, memory and learning, memory, Blank language scheme, vocabulary development, oracy and literacy, social communication, speech, language and links to writing, linking it all together. 		
7.	<ol style="list-style-type: none"> 1. To train all staff on how to explicitly teach handwriting. 2. To implement the Nelson handwriting scheme 3. To monitor the teaching of handwriting 	JC	
8.	<ol style="list-style-type: none"> 1. To timetable discreet spelling session across the school 2. To train all staff on how to explicitly teach spelling <p>To monitor the teaching of spelling To implement regular SPAG tests across year groups</p>	RS/S E	
9	<ol style="list-style-type: none"> 1. 65% of children to reach ARE in reading in the Y6 SATs. 2. 70% of children to pass the SPAG test 3. 75% of non-mobile children to reach ARE in reading. 4. Fluency, comprehension, confidence and enjoyment of reading to be driven by a reading based timetable with cross curricular links embedded. 	AR	

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	<ul style="list-style-type: none"> 5. Interventions to be reading focused. Reading interventions to include after school and Saturday school. 6. Reading at home to be pushed to ensure all children read at home in Y5/6. 		
10	<ul style="list-style-type: none"> 1. Peter Warick 2. Regular progress tests 	CS	
11	<ul style="list-style-type: none"> 1. Continue to ensure good communication between the ARP and the wider school to understand the needs and approaches for ARP children 2. Parents and carers are fully involved in discussions with the school on identification and assessment. 3. Room Leaders of Lavender and Jupiter Class ARPS to liaise and meet with class teachers to ensure the children attend their link mainstream classes 4. Enquiries made to convert some of the ARPs to a Unit provision 	JB SK CB	

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Behaviour and Attitudes			
Aim	Actions	Lead	Impact
12	1. To improve attendance across the school and reduce the level of persistent absenteeism by continuing embedding the Eldon attendance WAVE approach with all key stakeholders.	JB	

Personal Development			
Aim	Actions	Lead	Impact
13	<ol style="list-style-type: none"> 1. To delivering training sessions to stakeholders focused on Personal Development and Behaviour attitudes. These sessions will equip stakeholders with the necessary tools and strategies to foster a positive environment that will support the school ethos of culture of respect. Stakeholders will gain insights into how personal development directly influences behaviour and attitudes, ultimately benefiting the entire school community. 2. To ensure assemblies and celebrations of special events, cultures and equalities link to school ethos of culture of respect. 3. Ensure and support the introduction of a new PHSE curriculum key to supporting the growth of Personal Development. 	JB	

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	<ol style="list-style-type: none">4. To continue to embed the Zones of Regulation in all Key Stages across the primary setting including ARP provisions.5. Regular reflection and feedback sessions to assess the impact of the new ethos, allowing for adjustments and continuous improvement in fostering a positive school culture.		
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